DOCUMENT RESUME

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ABSTRACT

This final report contains materials and forms developed for the Iowa Career Education Articulation Model (K-14). Project goals were to design and pilot a career education inventory system to determine the impact of career education upon the students, to design a monitoring process system to assess the status of career education activities, to conduct guidance followup, and to produce an articulation guide. Charts detail project staff activities and products. Appendixes include the Monitoring Process Design (MPD) form, results of career education inventories, external evaluation report, project extension request, and bibliography. The MPD system was designed for assessing career education activities by grade level and teacher in a local school system. Pilot run of the MPD indicates that teachers can monitor their career education activities. The articulation guide (published separately), the inventories, and the MPD have been disseminated to every area community and parochial school. Additional work is needed to complete the guidance followup activity. (MF)

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EXEMPLARY PROJECT

Final Report

Title of Project: A Career Education Articulation Model, K-14

Educational Agency: Iowa Central Community College
Fort Dodge, Iowa 50501

Project Director: Dr. Carl Larson in absentia for Rod Pitstick

Time Covered by Report: April 1, 1976 - September 30, 1977
Extended to dates October 1, 1977 - December 31, 1977

Goals:

1. Design and pilot career education inventory system that will determine the impact by career education by stages. (awareness, accommodation, exploratory and preparatory) upon the students.
2. Design a monitoring process system whereby the status of career education activities can be assessed. This system combined with the results of the career education inventory will aid in determining the process to be maintained to facilitate expected behavior of students.
3. Conduct a guidance follow-up activity relative to the constructs of career development.
4. Produce an articulation guide that will aid education in establishing and maintaining the career education process.

Procedures Followed:

1. Establish a steering committee to provide overall direction.
2. Establish four articulation committees to work with project staff on developing the products of the project.
3. Contact consultants to aid in developing the needed products.

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4. Pilot the various products through selected schools.
5. Produce the final documents.
6. Disseminate the project products to schools throughout merged Area V.

Results and Accomplishments Summarized:

1. A monitoring process design was produced and piloted through 5 schools and 214 teachers. Revision was made for final dissemination. (See Appendix A)
2. A career education inventory system was designed and piloted to 10 schools with 2,340 students participating. Revision was made for final dissemination. Published separately by DPI.
3. A sample of guidance follow-up activities was collected with final recommendations included in career education articulation guide.
4. A complete articulation guide was assembled and disseminated to every community and parochial school in merged Area V. Published separately by DPI.
5. The products of the project (MPD, Guide and Inventories) were disseminated through group meetings to all of the community and parochial schools in merged Area V. This aspect of the project was conducted by Dr. Ralph Van Dusseldorp with the aid of the Career Education coordinator for each group of schools.

The group dissemination meetings were held as follows:

Storm Lake Group - December 13, 9-11
attending - 38, # schools represented - 13

Calhoun-Greene County Group - December 13, 1-3
attending - 35, # schools represented - 12

Humboldt-Pocahontas Group - December 14, 9-11
attending - 27, # schools represented - 8

Webster-Hamilton-Wright Group - December 14, 1-13
attending - 22, # schools represented - 8

These meetings were attended by 41 out of 746 community school districts in Area V. See Appendix B for letter of invitation and agenda.

Conclusions and Recommendations:

1. The Career Education inventories piloted through the volunteer schools and contrasted to the control school group indicate that those schools having an identifiable Career Education program (see pages 1 and 2, proposal) seem to have had a positive impact upon the students (see Appendix C for test results).
2. The pilot run of the MPD indicate that teachers can monitor their Career Education activities. The work of the articulation committees in revision of MPD and subsequent dissemination workshops indicate high interest in the MPD.
3. The articulation committees indicate that additional work needs to be completed in the guidance follow-up activity. A system needs to be designed to more discreetly tie in articulation of students and planned curriculum content with student outcomes at the final level of schooling (grade 12).
4. The articulation guide as produced by the project writer, Dr. Ralph Van Dusseldorp, needs to be used by various school districts in order to ascertain its effective use. No conclusions or recommendations can be stated at this time.
5. The external evaluation was conducted by Dr. Larry Bailey from the University of Southern Illinois. His complete final report is included in Appendix D.

Statement of the Problem:

This project seeks to develop and implement a Career Education articulation model which can be used to effectively monitor subject matter content, career learning experiences and supportive student services which are essential to the development of self and world of work concepts. The articulation model will be used to assist educators in monitoring the progress of each individual student from the beginning educational experience to the culmination of such experiences resulting in a career (K-14).

The domains of career development serve as a common denominator that is identifiable as the students' move through the various stages of career education. A Monitoring Process Design is necessary to determine the extent and appropriateness of the various career education activities conducted by teachers. A career education inventory is needed to determine the affect of those activities on the career education development of students. And, an articulation guide is needed to provide an organizational framework for educators involved in the implementation and ongoing operation of career education programs.

Description of Project Design and Procedures:

The basic design of the project was to organize active career educators such as classroom teachers, career education coordinators, DPI personnel, consultants in Career Education and administrators from community schools, AEA and business and industry into committees to develop methods for career education articulation.

That structure (page 8, chart) centered around four overlapping Career Education articulation committees each led by a project staff leader. It was the function of these committees to gather the best ideas (activities and objectives) of Career Education that could be developed into an articulation model that would

center on a form of a monitoring process. The challenge was to design a Career Education inventory system and a monitoring process design to merge those two parts into an articulation design. Pages 9 and 10 indicate the basic articulation monitoring process with its four basic parts. Each of the Iowa Career Education model objectives at each stage were prioritized and designated as being identifiable to the six Domains of Expected Student Behaviors. The domains are the common denominator of the project design. All activities monitored and objectives achieved are located in one of the six domains.

The relationship of each of the four objectives of the project to personnel, activity, time frame and product is structured in the RAP chart on page 11. This time procedure is diagrammed on page 12.

The chart on the following pages details all meeting of Steering Committees, Project Staff Leaders, Articulation Committees, Consultants and Evaluators.

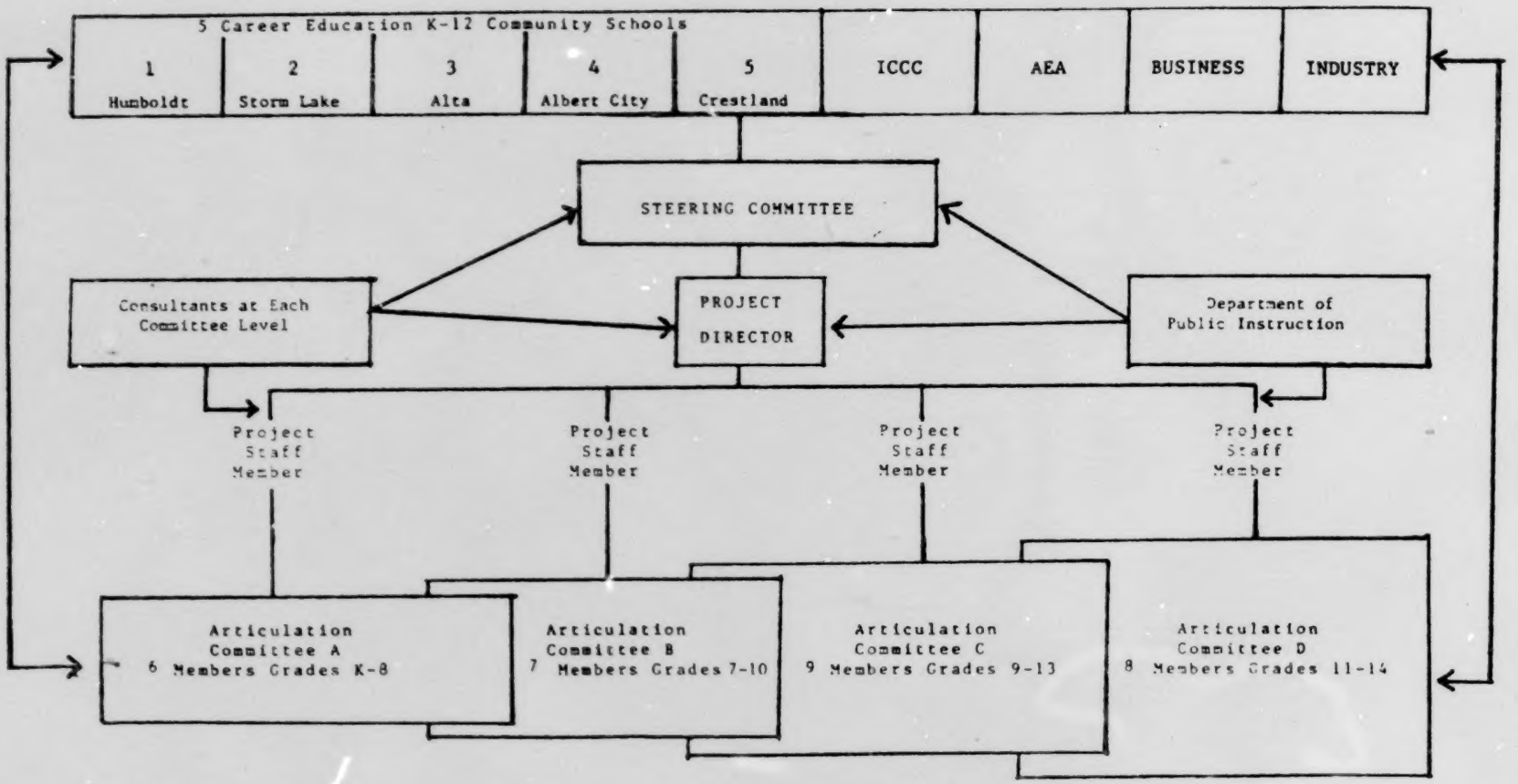
K - 14 ARTICULATION PROJECT

DATE 1976-78	STEERING COMMITTEE	PROJECT STAFF LEADERS	COMMITTEE A	COMMITTEE B	COMMITTEE C	COMMITTEE D	CONSUL-TANTS	DPI	EVALU-ATORS
MARCH '76									
Monday, 22	X	X					X	X	X
Monday, 29	X	X							
APRIL '76									
Tuesday, 6		X					X		
Wednesday, 21		X							
MAY '76									
Monday, 3							X		
Tuesday, 4			X				X		
Friday, 7					X				
Monday, 10						X			
Wednesday, 12				X					
Thursday, 13		X							
Friday, 14							X		
Thursday, 20			X	X	X				
Friday, 21						X			
Wednesday, 26	X	X							
JUNE '76									
Wednesday, 9							X		
Tuesday, 15									X
Friday, 18		X	X	X	X	X	X		
Wednesday, 30		X							
JULY '76									
Thursday, 8	X								
Friday, 9			X						
Tuesday, 20					X				
Friday, 23				X					
Thursday, 29								X	
AUGUST '76									
Tuesday, 17							X		
Wednesday, 18					X				
Thursday, 19						X			
SEPTEMBER '76									
Friday, 10							X		
Tuesday, 14				X					
Monday, 20	X								
Tuesday, 21						X			
Thursday, 23				X					
Thursday, 30			X						
NOVEMBER '76									
Wednesday, 10			X						
Wednesday, 17					X				
DECEMBER '76									
Thursday, 1				X					

K - 14 ARTICULATION PROJECT

DATE 1976-78	STEERING COMMITTEE	PROJECT STAFF LEADERS	COMMITTEE A	COMMITTEE B	COMMITTEE C	COMMITTEE D	CONSULTANTS	DPI	EVALUATORS
JANUARY '77									
Thursday, 20				X					
Monday, 24						X			
FEBRUARY '77									
Friday, 3	X								
Friday, 25						X			
MARCH '77									
Thursday, 31						X			
APRIL '77									
Monday, 18						X			
Tuesday, 19			X						
JUNE '77									
Wednesday, 1						X			
Friday, 10		X				X			
Wednesday, 15			X						
Tuesday, 21		X							
Thursday, 23						X			
AUGUST '77									
Tuesday, 9		X							
SEPTEMBER '77									
Thursday, 1	X								
NOVEMBER '77									
Tuesday, 1		X							
Tuesday, 29			X						
Wednesday, 30					X				
DECEMBER '77									
Thursday, 1				X					

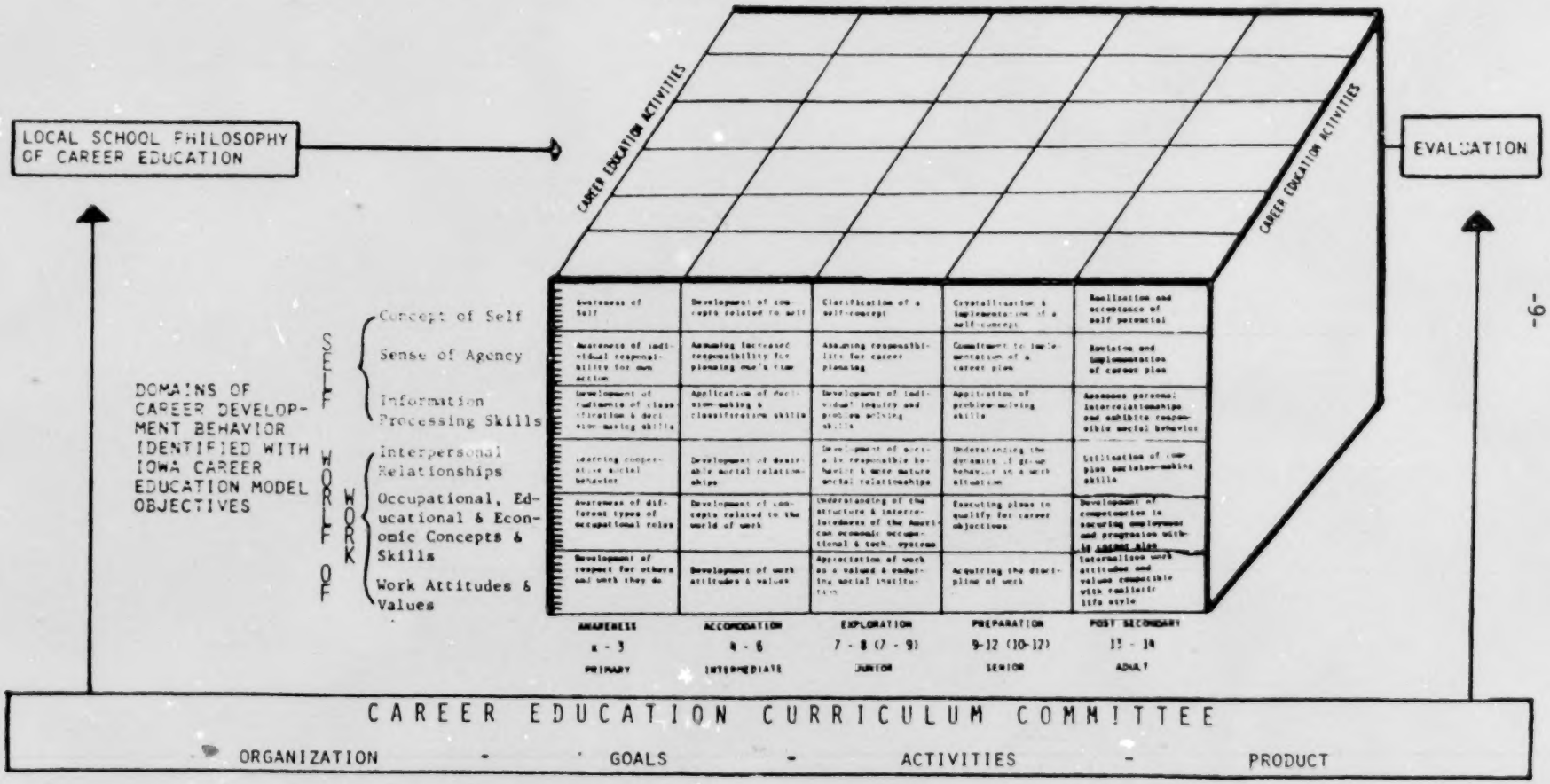
ARTICULATION PROJECT STRUCTURE



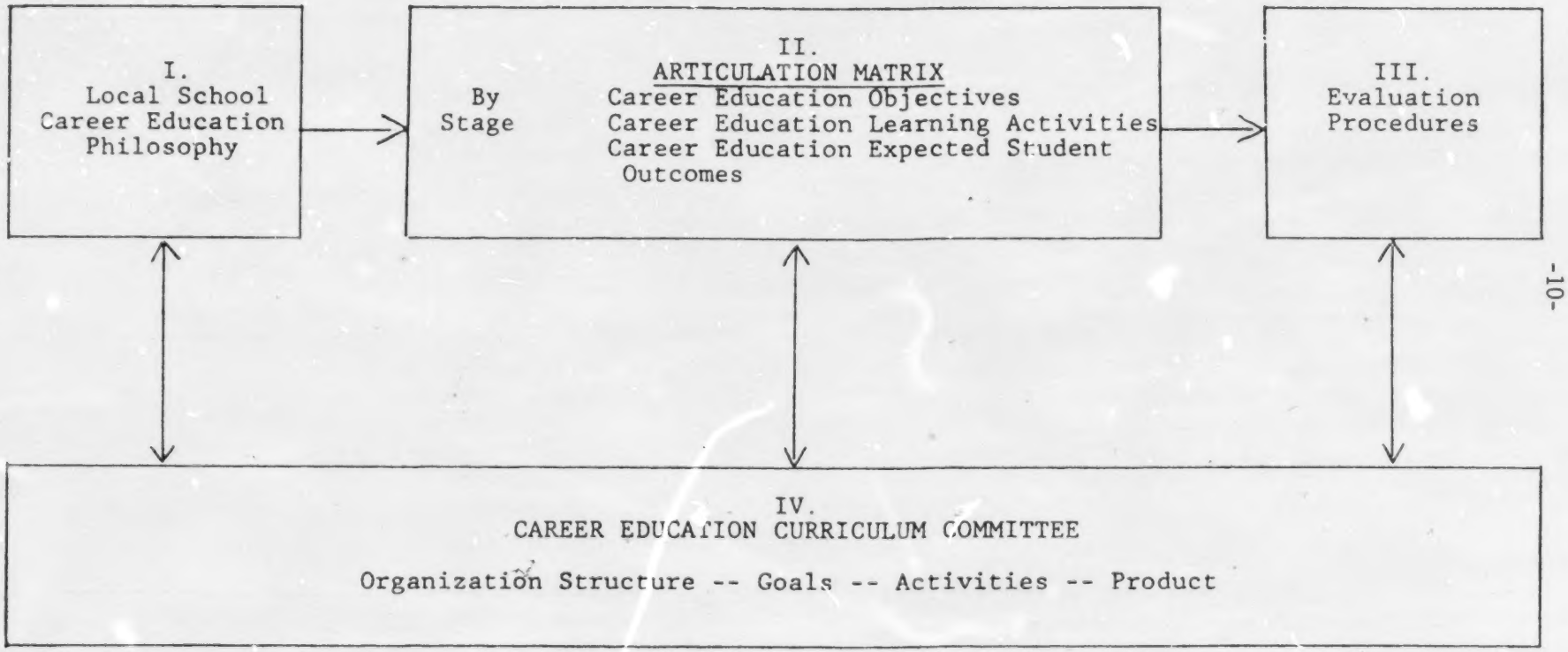
Project Articulation Committees--A,B,C,D--represent Basic Grades K-14, Business and Industry.

THE ARTICULATION MONITORING PROCESS

CAREER EDUCATION LEARNING ACTIVITIES - EXPECTED BEHAVIOR MATRIX



ARTICULATION MODEL FOR CAREER EDUCATION
K - 14



RESPONSIBILITY/ACTIVITY/PRODUCT (RAP)
MANAGEMENT CHART

	PERSONNEL RESPONSIBLE	ACTIVITY	TIME FRAME	PRODUCT
OBJECTIVE I Career Education Inventory System A. Designed	Iowa State University	Eric Search	Jan - Feb 1976	Info necessary for design of instruments
	ISU and Other	Consultation		Help in designing instruments
	A. Project Director B. Steering Committee C. Subcommittees D. Iowa Central Com. Col. E. Iowa State University	Design an inventory system	Mar - June 1976	Instrument for inventory of Career Education impact in terms of the domains of Career Educa.
	Project Director - Staff of one project school	Initial Pilot Test	May 1976	
B. Piloted	A. Project Director B. Steering Committee C. Subcommittees D. Iowa Central Com. Col.	Pilot project test in five project schools and three non project schools	September 1976	Results of inventory for use in producing articulation guide
OBJECTIVE II Articulation Monitoring Process	A. Project Director B. Steering Committee C. Art. Subcommittees D. Project Staff	Design monitoring system for pilot testing and pilot testing in one school Workshops for Design of MPD	March - April 1976	Monitoring Process Design
	A. Project Director B. Steering Committee C. Project Staff D. Art. Subcommittees	Pilot test monitoring system in five project schools	May 1976	
OBJECTIVE III Guidance Follow-up Function	A. Project Director B. Steering Committee C. Iowa Central Com. Col. D. Project Staff	Develop and produce a guidance follow-up system	June 1976 to May 1977	Follow-up Guide
OBJECTIVE IV Articulation Guide	A. Project Director B. Steering Committee C. Area Education Agency D. Iowa Central Com. Col. E. Project Staff	Develop and produce Articulation Guide	March 1976 to April 1977	Articulation Guide
	A. Project Director B. Area Education Agency	In service meetings for dissemination of Articulation Guide Implementation Workshop	Meetings May 1977 for use to begin in Sept. 1977	Dissemination of Articulation Guide to all schools in Area V

ARTICULATION PROJECT PROCEDURE -- 18 MONTHS

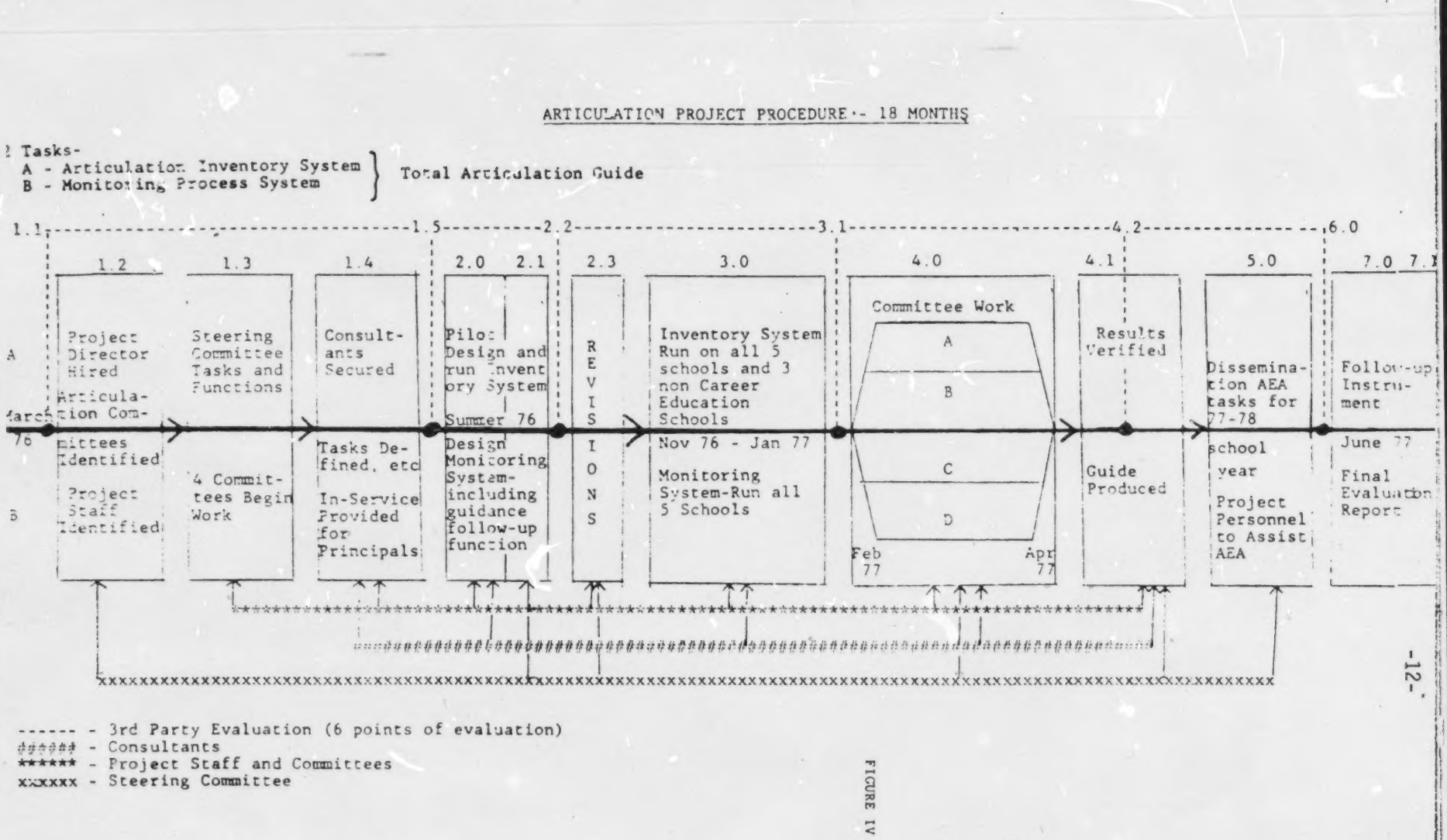


FIGURE IV

-12-

The career education inventory was piloted as indicated below:

Project Schools	Enrollments 3rd	6th	9th	12th	Total
Albert City-Truesdale	28	37	43	45	153
Alta	45	39	71	71	226
Crestland	14	17	26	23	80
Storm Lake	102	127	176	164	569
Humboldt	107	115	153	167	542
Totals	296	335	469	470	1,570

Control Schools	3rd	6th	9th	12th	Total
South Hamilton	62	76	47	92	277
Stratford	18	25	28	29	100
Lake View-Auburn	30	50	54	55	189
Wall Lake	22	22	25	42	111
Dows	23	26	23	21	93
Totals	155	199	177	239	770
Combined Totals	451	534	646	709	2,340

The results (Appendix C) indicate a very positive achievement by students in the project schools compared to control schools as to general effects of Career Education that could be identified through these instruments. No attempts were made to do any statistical analysis. Therefore, simple conclusions are suggested by the chart on the bottom of Test A (Awareness Stage). At all levels,

the project students scored higher on the inventory than the control students.

In August 1977, project director Rod Pitstick received permanent employment as an area director of vocational education in an area school in Minnesota. To finalize the project a three-month, no-cost extension was granted. Dr. Ralph Van Dusseldorp, project evaluator, resigned his position as evaluator and was hired as project writer. His responsibility was to organize the Articulation Guide and finalize the Career Education inventory results. That task has been accomplished. See Appendix E for details.

Personnel involved in the project are listed on the following page.

STEERING COMMITTEE

Peter Adam, Albert City, Chairman
Al Greene, Alta
Roy Messerole, Crestland
Wes Carlson, Humboldt
Mel Samuelson, Storm Lake
AEA #5
Carl Larson, Iowa Central Community College

PROJECT STAFF LEADERS

Jack Lindeman
Elementary Principal
Albert City-Truesdale

Wally Burns, Director
Hayes Center
Iowa Central Community College

Ray Fisher
Durriculum Director
Humboldt Community Schools

Delores Kollasch
ADN Health Program
Iowa Central Community College

ARTICULATION COMMITTEES

AWARENESS AND ACCOMMODATION
Committee A (K-8)

Marjorie Urban
Elenor Lindeman
Dee Lewis
Cynthia Dodgen
Celesta Smith
Margaret Mortensen
Larry Dorhout
Donna Smithson

EXPLORATION
Committee B (7-10)

Roger Henningsen
Gretchen DeWall
Jean Nixon
Dagny Olson
Donelle Cusack
Tom Gates
Barbara Ainsworth

PREPARATION
Committee C (9-13)

Kim Mittlestadt
Boyd Cammack
Carol Ebner
Chuck Moeckly
Mary Conrad
Doug Conard
John Cook

POSTSECONDARY
Committee D (11-14)

Charles Woodworth
Jim Buddenhagen
Jim Sundell
Chuck Olsen
Dave Havlik
Ed Nass
Palmer Johnson

CONSULTANTS FROM IOWA STATE UNIVERSITY

Professors JoAnn Breiter, Bob Gelina, and Bill Wolansky

EVALUATOR	PROJECT DIRECTOR	IOWA D.P.I.	PROJECT WRITER
Larry Bailey	Rod Pitstick	Dorothy Brown	Ralph Van Dusseldorp

Conclusions, Implications, Recommendations

The Iowa Career Education Model consists of a series of phamphlets, 18 in number. See Bibliography (Appendix F) for listing. As a school district implements the Iowa model it is at times overwhelmed by the vastness of literature that encompasses the model. Schools are perplexed as to how to implement the model. Hence, the K-14 articulation project was an attempt to organize the most essential Iowa Career Education material into a simplified, manageable plan for the development of articulated career education programs. That plan is the Articulation Guide. The purpose of the Career Education inventory is to determine the extent of the impact that Career Education practices have had on children. The monitoring Process Design is to determine the extent and type of activities conducted by teachers. The overall plan was to look for gaps in the articulation process. That was to be accomplished by comparing the results of the MPD and the results of the inventory. Based upon the above statements as to the purpose or function of the project, the following recommendations, implications and conclusions are stated:

1. The MPD is a good document, usable and easily administered and understood by classroom teachers. However, it could be improved if it were explicitly correlated to subject matter content areas so that a definitive assessment can be made concerning the Career Education articulation problem inherent in the elementary-secondary schools.
2. The Career Education inventory instruments are acceptable but needed to be revised. This basic plan of development, prioritizing the Iowa Career Education objectives into the MPD through the domains of student behaviors, is excellent. The revision of the inventory has been accomplished through a separate project award to ICCC.

The revised instruments are (as of this date) in the process of being properly field tested for correct statistical analysis.

3. The Articulation Guide is a workable document. The only element that a school district needs to implement Career Education, in addition to the Guide, is the commitment to begin to do Career Education. No guide, by itself, can bring Career Education to the students of a school district.
4. The guidance follow-up activity needs additional work. A simplified computerized document needs to be produced that will give more accurate information to school personnel concerning the outcome of their product (student placement) related to the process of Career Education (activities conducted and completed by students at the various stages of Career Education).

APPENDIX

A. Monitoring Process Design

B. Dissemination Agenda and Letter

C. Career Ed Inventory Results

D. External Evaluation Report

E. Narration of Project Extension and Tasks

F. Iowa Career Ed Model
Bibliography

MPD

(MONITORING PROCESS DESIGN)

To be used for assessing career education activities by grade level and teacher in a local school system.

DATE _____
Month Day Year

SCHOOL NAME _____

TEACHER _____

GRADE LEVEL _____

CURRICULUM AREA _____

Prepared by

IOWA CENTRAL COMMUNITY COLLEGE

in cooperation with:

Alta Community Schools
Storm Lake Community Schools
Albert City Community Schools
Crestland Community Schools
Humboldt Community Schools

as part of the K-14 ARTICULATION PROJECT

DARKEN ONLY ONE CIRCLE IN EACH OF THE THREE CATEGORIES

DAILY INSTRUCTIONAL ACTIVITIES IN CAREER EDUCATION

		1	2	3	4	5	6	7	8	9	10
1. Instructional Resources and Methods	Field Trip	○	○	○	○	○	○	○	○	○	○
	Workers in Class	○	○	○	○	○	○	○	○	○	○
	Work observation-interview	○	○	○	○	○	○	○	○	○	○
	Work experience (cooperative training)	○	○	○	○	○	○	○	○	○	○
	Use of career information resource/center	○	○	○	○	○	○	○	○	○	○
	Use of counselor in class	○	○	○	○	○	○	○	○	○	○
	Audio-visual presentation	○	○	○	○	○	○	○	○	○	○
	Role Playing (plays, skits, etc.)	○	○	○	○	○	○	○	○	○	○
	Career games	○	○	○	○	○	○	○	○	○	○
	Presentation-discussion	○	○	○	○	○	○	○	○	○	○
	Class projects	○	○	○	○	○	○	○	○	○	○
	Team teaching	○	○	○	○	○	○	○	○	○	○
	Simulated work experience	○	○	○	○	○	○	○	○	○	○
	Individualized instruction-independent study	○	○	○	○	○	○	○	○	○	○
2. Organization	Separate units	○	○	○	○	○	○	○	○	○	○
	Separate classes	○	○	○	○	○	○	○	○	○	○
	Integrated with course content	○	○	○	○	○	○	○	○	○	○
3. Evaluation	Excellent interest and motivation	○	○	○	○	○	○	○	○	○	○
	Average interest and motivation	○	○	○	○	○	○	○	○	○	○
	Poor interest and motivation	○	○	○	○	○	○	○	○	○	○
4.	AMOUNT OF INSTRUCTIONAL TIME (Darken circle for HRS. or MIN. or both)	Min. / Hrs.	Min. / Hrs.	Min. / Hrs.	Min. / Hrs.	Min. / Hrs.	Min. / Hrs.	Min. / Hrs.	Min. / Hrs.	Min. / Hrs.	Min. / Hrs.
		10 / 1	10 / 1	10 / 1	10 / 1	10 / 1	10 / 1	10 / 1	10 / 1	10 / 1	10 / 1
		20 / 2	20 / 2	20 / 2	20 / 2	20 / 2	20 / 2	20 / 2	20 / 2	20 / 2	20 / 2
		30 / 3	30 / 3	30 / 3	30 / 3	30 / 3	30 / 3	30 / 3	30 / 3	30 / 3	30 / 3
		40 / 4	40 / 4	40 / 4	40 / 4	40 / 4	40 / 4	40 / 4	40 / 4	40 / 4	40 / 4
		50 / 5	50 / 5	50 / 5	50 / 5	50 / 5	50 / 5	50 / 5	50 / 5	50 / 5	50 / 5
5.	NUMBER OF PEOPLE OR STUDENTS INVOLVED (Darken two circles for each activity) (e.g. Darken 09 for nine students, Darken 90 for ninety students)	None ○	None ○	None ○	None ○	None ○	None ○	None ○	None ○	None ○	None ○
		0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
		1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1
		2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 2
		3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3
		4 4	4 4	4 4	4 4	4 4	4 4	4 4	4 4	4 4	4 4
		5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5
		6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6	6 6
		7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7	7 7
		8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8	8 8
		9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9

DARKEN AT LEAST ONE CIRCLE IN EACH COLUMN, BUT DARKEN AS MANY AS APPLY TO EACH ACTIVITY

		1	2	3	4	5	6	7	8	9	10
6.	1.1 Recognizes personal interests	○	○	○	○	○	○	○	○	○	○
	1.2 Aware of mental and creative abilities	○	○	○	○	○	○	○	○	○	○
	1.3 Aware of physical characteristics	○	○	○	○	○	○	○	○	○	○
	1.4 Acquires short term personal goals	○	○	○	○	○	○	○	○	○	○
	1.5 Considers emotional characteristics of own being	○	○	○	○	○	○	○	○	○	○
	1.6 Evaluates image of self	○	○	○	○	○	○	○	○	○	○
SELF	1.7 Recognizes dignity of all human beings	○	○	○	○	○	○	○	○	○	○
	1.8 Recognize societies have controls on relations	○	○	○	○	○	○	○	○	○	○
	1.9 Assesses personal values in terms of human needs	○	○	○	○	○	○	○	○	○	○
	1.10 Recognizes and utilizes the education setting	○	○	○	○	○	○	○	○	○	○
	1.11 Assesses and manages own behavior	○	○	○	○	○	○	○	○	○	○
	1.12 Effectualizes personal modes of learning, etc.	○	○	○	○	○	○	○	○	○	○
	1.13 Effects decisions and consequences of them	○	○	○	○	○	○	○	○	○	○
	1.14 Evaluates personal competencies (experience, etc.)	○	○	○	○	○	○	○	○	○	○
	1.15 Evaluates own abilities, personal qualities, etc.	○	○	○	○	○	○	○	○	○	○
WORLD OF WORK	2.1 Expand concept of work to include paid and unpaid	○	○	○	○	○	○	○	○	○	○
	2.2 Analyzes organization within the work force	○	○	○	○	○	○	○	○	○	○
	2.3 Comprehends a wide variety of occupations	○	○	○	○	○	○	○	○	○	○
	2.4 Comprehends the similarities of occupations	○	○	○	○	○	○	○	○	○	○
	2.5 Realizes work responsibilities change with occupation	○	○	○	○	○	○	○	○	○	○
	2.6 Recognizes the interdependency between the individual	○	○	○	○	○	○	○	○	○	○
	2.7 and society's needs, and the work implications	○	○	○	○	○	○	○	○	○	○
	2.8 Analyzes and experiences the economic aspects of work	○	○	○	○	○	○	○	○	○	○
	2.9 Recognizes education setting to gain direction	○	○	○	○	○	○	○	○	○	○
	2.10 Recognize process of seeking employment	○	○	○	○	○	○	○	○	○	○
	2.11 Become aware of international and national policies	○	○	○	○	○	○	○	○	○	○
SELF & WORK	3.1 Analyzes personal characteristics	○	○	○	○	○	○	○	○	○	○
	3.2 Explores selected occupational areas	○	○	○	○	○	○	○	○	○	○
	3.3 Recognize personal characteristic changes	○	○	○	○	○	○	○	○	○	○
	3.4 Prepare for job entry into selected occupations	○	○	○	○	○	○	○	○	○	○
	3.5 Become aware of philosophy of work and leisure	○	○	○	○	○	○	○	○	○	○
	Agriculture	○	○	○	○	○	○	○	○	○	○
	Natural Rec. and Environment	○	○	○	○	○	○	○	○	○	○
	Construction	○	○	○	○	○	○	○	○	○	○
	Manufacturing	○	○	○	○	○	○	○	○	○	○
	Transportation	○	○	○	○	○	○	○	○	○	○
	Communications and Media	○	○	○	○	○	○	○	○	○	○
	Product Services	○	○	○	○	○	○	○	○	○	○
	Marketing & Distribution	○	○	○	○	○	○	○	○	○	○
	Business & Office	○	○	○	○	○	○	○	○	○	○
	Personal Services	○	○	○	○	○	○	○	○	○	○
	Hospitality and Recreation	○	○	○	○	○	○	○	○	○	○
	Home Economics	○	○	○	○	○	○	○	○	○	○
	Health	○	○	○	○	○	○	○	○	○	○
	Fine Arts & Humanity	○	○	○	○	○	○	○	○	○	○
	Public Service	○	○	○	○	○	○	○	○	○	○

DESCRIPTION OF ACTIVITIES REPORTED

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Appendix B

AGENDA

Career Education Articulation Workshops

Tuesday, December 13	9:00 A.M. - 11:00 A.M.	Storm Lake
Tuesday, December 13	1:00 P.M. - 3:00 P.M.	Lake City
Wednesday, December 14	9:00 A.M. - 11:00 A.M.	Humboldt
Wednesday, December 14	1:00 P.M. - 3:00 P.M.	Fort Dodge

I. Introduction

II. Background of Project

III. Career Education Articulation, Concepts & Definitions

IV. Articulation Steps

V. Monitoring Process

VI. Inventory

VII. Guidance Follow-Up

VIII. Discussion

IOWA CENTRAL COMMUNITY COLLEGE
330 Avenue M
Fort Dodge, Iowa 50501

TO: Superintendents - Clarion, Goldfield, Laurens-Marathon, Twin Rivers, Boone Valley, Humboldt, Palmer, Rolfe, Pocahontas, Havelock-Plover, Gilmore City

FROM: Carl H. Larson

RE: Dissemination Meeting

DATE: November 28, 1977

Iowa Central Community College, through a Career Education grant, has been developing materials for use by local school systems that will aid in the development of Career Education. The project is a Kindergarten-Grade 14 Career Education Articulation Grant. Material is now ready for dissemination to all the schools in Area V. The materials include the following:

1. Student Inventory - For use by teachers and administration in determining the impact of Career Education in your system upon your students.

2. Monitoring Process - For use by teachers and administrators to help determine the nature and extent of learning activities conducted in Career Education.

3. Guidance Follow-up System - For use by guidance personnel to help trace student occupational goals to classroom activities.

4. Career Education Articulation Guide - To aid in the implementation and maintenance of Career Education.

As part of the grant, Iowa Central Community College must conduct dissemination meetings to distribute these free materials to all schools in Area V. Hence--a dissemination meeting will be held in your area at the following location:

Humboldt - Little Theater
Taft Elementary Building

9:00 - 11:00 A. M.
December 14, 1977

Attendance by each school is voluntary. However, we are urging a three-member team to attend from each school. You may send whomever you please but we are recommending the three-member team as the materials are for Grades K - 12 (Elementary - Junior High - High School).

1. Elementary Teacher or Principal or Career Education Contact Person

2. Guidance Person or Junior High Teacher

3. Secondary Teacher or Administrator in Career Education or Career Education Contact Member

The grant will provide a stipend, payable to each school, of $25.00 for each person attending the meeting. To collect the stipend, each school must fill in the attached form and send to:

Carl H. Larson
Iowa Central Community College
330 Avenue M
Fort Dodge, Iowa 50501

According to the federal guidelines, the stipend can only be used to hire substitutes so that your team members can attend the meeting. Mileage will also be paid to team members.

The meeting, conducted by Dr. Ralph Van Dusseldorp, will last approximately two hours.

Your Career Education Coordinator, Dave Routh, will call on you to remind you of the meeting, help select people and aid in any way he can to set up the meeting.

Thank you for your cooperation.

bb

Encl.

APPENDIX C

K - 14 ARTICULATION PROJECT

Career Education Inventory - Level A - 3rd Grade

jective	Questions	Domain	Type of Item	Albert City-Truesdale	Alta	Crestland	Humboldt	Storm Lake	Project Schools Total	Control Schools Total
1.1	1- 16	COS	Yes - No	56.48	53.90	70.00	64.20	58.39	61.00 +	42.40
1.3	17- 18	COS		66.60	70.45	71.40	82.30	67.80	74.14 +	63.20
1.5	19- 26	IPR		64.35	55.11	58.90	63.90	51.19	74.10 +	39.50
1.2	27- 34	COS		44.90	50.28	54.40	49.00	46.40	48.40 +	38.70
1.9	35- 36	OCS		53.70	53.40	75.00	56.10	47.94	54.10 +	30.30
1.10	37- 44	OCS		79.10	82.10	90.10	85.20	77.91	82.30 +	55.20
1.12	45- 46	OCS		70.30	64.70	64.20	73.80	60.95	67.87 +	44.10
1.4	47- 50	SOA		73.10	81.80	73.20	80.40	71.91	67.80 +	54.60
2.2	51- 54	IPS	Multiple	37.03	59.65	46.40	63.80	54.45	56.80 +	34.80
2.7	55- 58	IPS	Choice	75.00	78.97	71.40	73.50	64.38	71.90 +	50.90
2.1	59- 66	OCS		84.25	88.35	91.90	87.20	87.15	87.33 +	67.20
1.6	67- 74	IPR	Yes - No	84.25	79.82	84.80	81.10	78.25	80.60 +	55.70
2.6	75- 82	WAV		80.09	79.54	82.10	85.30	77.56	81.50 +	54.60
1.11	83- 90	WAV		80.09	69.03	86.60	83.20	81.67	81.80 +	55.60
2.5	91- 94	OCS		39.81	53.40	53.50	59.50	36.98	49.90 +	30.80
2.8	95-102	OCS		77.31	73.01	81.20	82.80	72.94	77.80 +	54.20
2.3	103-110	OCS		81.48	78.40	86.60	91.40	83.04	85.60 +	60.70
2.4	111-112	OCS		35.18	54.54	57.10	68.00	19.86	48.40 +	22.00
1.8	113-114	IPR		85.18	82.95	89.20	87.01	82.87	85.10 +	56.80
1.7	115-116	IPR	Rating	3.14	2.88	2.17	2.49	2.54	2.77 +	2.76
1.13	117-118	IPS		3.09	2.99	2.67	2.94	2.57	2.85 −	3.08
2.9	119-122	SOA		2.80	3.00	2.22	2.76	2.56	2.73 +	2.72

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	3	6	9	12	T
+	21	14	23	32	90
−	1	12	8	0	21
0	0	0	2	0	2

APPENDIX C

K - 14 ARTICULATION PROJECT

Career Education Inventory - Level B - 6th Grade

Objective	Questions	Domain	Type of Item	Albert City-Truesdale	Alta	Crestland	Humboldt	Storm Lake	Project Schools Total	Control Schools Total
1.3	1- 18	COS	Agree-Disagree	37.87	39.80	46.52	29.34	40.29	35.84	40.41
1.5	9- 16	IPR		83.71	80.05	87.50	73.51	67.92	67.42	69.47
1.7	17- 20	IPR		73.48	71.42	66.66	60.38	71.71	66.89	68.75
1.9	21- 28	OCS		73.48	72.32	68.05	67.69	76.80	71.47	72.39
1.10	29- 30	OCS		89.39	88.09	94.44	86.44	88.15	87.97	90.83
1.12	31- 38	OCS		68.18	80.05	64.58	59.11	60.36	60.67	61.56
2.1	39- 40	OCS		93.93	94.04	97.22	88.55	91.44	91.28	85.41
2.8	41- 44	OCS		35.60	32.73	36.11	29.55	31.90	31.70	35.00
3.4	45- 52	OCS		67.04	64.47	68.75	63.55	57.56	62.97	57.29
2.7	53- 60	SOA		74.24	72.02	74.30	69.38	71.38	71.16	73.02
2.9	61- 64	SOA		82.57	81.54	90.27	77.11	75.00	80.40	83.54
3.3	65- 72	WAV		63.25	58.92	71.52	57.83	59.37	59.88	61.97
1.6	73- 80	IPR	Multiple	71.59	71.42	74.30	65.04	68.75	68.29	72.50
2.5	81- 82	SOA	Choice	68.18	79.76	80.05	77.54	75.65	76.48	73.30
2.6	83- 84	SOA		63.63	65.47	75.00	63.55	65.78	65.15	63.75
2.2	85- 92	IPS		73.48	78.57	79.16	71.71	73.51	73.86	74.37
3.1	93- 96	IPS		63.63	74.40	77.77	67.37	72.03	69.86	64.58
3.2	97-104	IPS		65.53	74.10	76.38	67.69	70.88	69.77	64.89
1.2	105-106	COS		78.78	91.66	80.55	82.62	77.63	82.05	46.66
2.4	107-108	OCS		51.51	71.42	69.44	60.59	67.10	63.41	57.50
2.3	109-116	OCS		54.92	66.66	70.83	55.29	58.05	58.62	50.83
1.11	117-118	WAV	Rating	2.82	2.70	2.91	2.88	3.35	2.98	2.91
1.8	119-120	IPR		2.76	2.62	2.99	2.90	3.37	2.97	2.83
1.3	121-122	IPS		2.78	2.61	3.05	2.99	3.15	2.94	2.92
1.1	123-124	COS		2.82	2.70	3.08	2.88	3.23	2.97	2.77
1.4	125-126	SOA		2.83	2.81	3.05	2.74	3.32	2.94	2.59

APPENDIX C

K - 14 ARTICULATION PROJECT

Career Education Inventory - Level C - 9th Grade

Objective	Questions	Domain	Type of Item	Albert City-Truesdale	Alta	Crestland	Humboldt	Storm Lake	Project Schools Total	Control Schools Total
1.1	1- 18	COS	Rating	.87	1.42	1.12	1.00	1.01	1.04	1.08
1.5	19- 26	IPR		3.12	3.20	3.09	3.25	3.28	3.23	3.12
2.6	27- 34	WAV		3.17	3.20	3.61	2.88	3.29	3.25	3.25
2.1	35- 42	OCS		3.09	3.15	3.25	3.28	3.26	3.24	3.22
1.9	43- 44	OCS		2.93	2.75	2.66	2.83	2.75	2.79	2.76
1.10	45- 52	OCS		3.13	3.20	3.14	3.24	3.36	3.24	3.13
1.8	53- 56	IPS		2.84	2.79	2.85	2.84	2.93	2.87	2.80
1.15	57- 60	IPS		3.26	3.31	3.26	3.22	3.32	3.28	3.30
2.3	61- 68	OCS	Multiple Choice	69.09	74.81	66.66	71.16	66.56	69.56	68.23
2.4	69- 76	OCS		60.41	59.42	63.54	64.58	64.82	60.62	59.02
2.8	77- 80	OCS		56.19	59.05	60.41	56.66	62.50	62.25	64.47
2.7	81- 88	SOA		45.83	64.49	59.89	69.75	62.20	63.63	60.05
2.9	89- 92	SOA		58.33	70.65	63.54	63.83	65.84	65.18	62.03
1.13	93- 96	IPS		55.55	63.04	62.50	61.66	65.98	63.08	56.39
3.1	97-104	IPS		55.20	59.60	60.71	66.25	66.86	64.35	58.92
3.2	105-108	IPS		59.02	75.36	81.25	76.00	74.41	74.22	69.73
1.2	109-110	COS	Rating	3.18	3.20	3.24	3.25	3.05	3.24	3.27
1.3	111-118	COS		2.97	3.03	3.02	3.05	3.07	3.06	3.08
1.4	119-122	SOA		2.99	3.22	3.15	3.14	3.18	3.16	3.12
2.9	123-126	SOA		2.95	3.20	3.07	3.08	3.14	3.11	3.13
1.7	127-130	IPS		2.84	3.12	2.70	2.90	2.91	2.90	2.69
1.14	131-134	IPS		2.67	2.77	2.94	2.78	2.84	2.79	2.74
3.2	135-138	IPS		3.13	3.45	3.37	3.51	3.45	3.45	3.44
2.5	139-140	OCS		2.81	3.20	3.10	3.10	3.00	3.05	2.99
2.10	141-144	OCS		3.06	3.11	2.96	2.96	3.14	3.10	3.08
3.4	145-148	OCS		2.67	2.85	2.60	2.20	2.76	2.71	2.71
3.5	149-152	OCS		2.71	2.78	2.82	2.84	2.89	2.84	2.80
1.11	153-160	WAV		3.08	3.17	3.01	3.16	3.19	3.16	3.08
1.12	161-168	WAV		3.14	3.23	3.18	3.23	3.28	3.24	3.28
1.6	169-170	IPR		2.59	2.79	2.59	2.74	2.85	2.77	2.82
2.2	171-172	IPS		2.93	3.21	3.11	3.18	3.18	3.17	3.16
2.11	173-174	OCS		2.83	3.01	3.07	3.07	3.15	3.07	3.05
3.3	175-182	WAV		2.94	2.97	2.81	2.65	3.08	3.01	2.91

APPENDIX C

K - 14 ARTICULATION PROJECT

Career Education Inventory - Level D - 12th Grade

Objective	Questions	Domain	Type of Item	Albert City-Truesdale	Alta	Crestland	Humboldt	Storm Lake	Project Schools Total	Control Schools Total
1.4	1- 8	SOA	Rating	1.38	1.48	1.43	1.42	1.37	1.41	.97
2.6 & 2.7	9- 12	SOA		2.93	2.94	2.81	2.94	2.95	2.93	2.62
2.9	13- 16	SOA		2.64	2.69	2.58	2.66	2.67	2.70	2.38
1.8	17- 24	IPR		3.15	3.15	3.21	3.14	3.10	3.14	2.74
1.7	25- 32	IPR		2.88	2.88	2.91	2.85	2.93	2.89	2.51
1.15	33- 36	IPS		3.15	3.27	3.08	3.07	2.95	3.15	2.45
1.2	37- 44	COS		3.03	2.91	3.15	3.04	2.98	2.97	2.70
1.3	45- 52	COS		3.10	3.07	3.12	3.08	3.06	3.07	2.60
1.12	53- 56	OCS		2.92	3.10	2.85	2.85	2.95	2.93	2.45
1.10	57- 64	OCS		3.02	3.18	3.11	3.06	3.18	3.13	2.42
2.1	65- 68	OCS		3.02	3.09	2.91	2.96	3.12	3.05	2.37
2.5	69- 70	OCS		2.92	3.22	3.17	3.18	3.28	3.23	2.80
3.4	71- 79	OCS		2.85	2.85	2.91	2.92	3.07	2.89	2.76
3.5	80	OCS		3.06	3.12	2.90	2.97	2.97	2.99	2.00
1.9	81- 88	OCS		3.48	3.47	3.47	3.32	3.38	3.38	2.72
2.10	89- 96	OCS		3.27	3.39	3.46	3.34	3.39	3.37	2.95
1.11	97-104	WAV		3.02	2.96	2.84	2.84	2.93	2.90	2.51
3.3	105-108	WAV		2.94	2.89	2.97	2.88	2.93	2.91	2.45
2.3	109-116	OCS	Multiple	87.10	88.59	95.00	92.97	95.33	93.09	66.66
2.4	117-120	OCS	Choice	50.00	48.24	47.50	43.97	47.57	46.57	33.33
2.8	121-128	OCS		60.93	65.78	65.62	55.29	73.69	67.99	52.00
2.11	129-130	OCS		65.62	63.15	82.50	80.65	62.46	77.76	33.33
3.4	131-136	OCS		63.54	61.11	70.00	67.03	77.61	69.73	50.00
1.13	137-142	IPS		73.75	56.84	80.00	70.36	80.44	72.68	40.00
1.15	143-146	IPS		67.18	62.28	81.25	71.16	74.62	71.25	58.33
2.2	147-148	IPS		73.43	72.80	85.00	80.65	70.86	83.94	33.33
3.1	149-156	IPS		73.43	63.81	84.37	77.73	88.52	79.44	33.33
3.2	157-160	IPS		3.47	3.36	3.36	3.49	3.55	3.48	3.41
1.14	161-168	IPS		3.36	3.50	3.28	3.43	3.55	3.49	2.83
1.5	169-176	IPR		3.46	3.56	3.61	3.46	3.61	3.54	2.93
1.6	177-182	IPR		3.85	3.65	3.61	3.62	3.92	3.74	3.05
1.1	183-186	COS		3.31	3.50	3.18	3.49	3.59	3.51	3.24

Appendix D

EXTERNAL EVALUATION

This is the last in a series of periodic evaluation reports prepared for the project entitled A Career Education Articulation Model, K-14. Four previous interim reports were written jointly by Larry J. Bailey and Ralph Van Dusseldorp. For reasons discussed elsewhere in this report, Dr. Van Dusseldorp assumed other responsibilities in the latter phase of the project. As a result, Dr. Bailey was solely responsible for preparation of this section.

The roles of the external evaluators were to monitor project activities and events, to report on progress of the project, to suggest changes and improvements - all from an outside, objective point of view. Internal evaluators were responsible for detailed assessment of project effects. Perusal of the previous, external evaluation reports suggests that the above roles were accomplished.

The specific purpose of this section is to record impressions and judgments with respect to two project documents: (1) K-14 Articulation Guide, and (2) Monitoring Process Design (MPD).

Articulation Guide

This document consists of a short, first section (12 pages) which explains how to use the guide, operationally defines the meaning of articulation, and lists sequential steps in the articulation process. The bulk of the guide consists of appendices which provide the "ingredients" for articulation, i.e., information on roles and responsibilities, State codes and regulations, career education reference and resource materials, sample activities, inventories and survey forms, and the like. Such appendix materials appear to be a reasonably adequate representation of the state-of-the-art in career education.

Following are individual observations and reactions which range from broad generalizations to very specific suggestions.

1. The nature of the guide is, and should continue to be, a working document. In its final form it should probably be printed and punched for use in a notebook type of format. In this way, materials can be more easily revised and new materials added.

2. A weakness noted in earlier evaluation reports has now been corrected. That is, operational definitions for what is meant by "articulation", is provided. However, the use of the term "horizontal articulation" might better be called "instructional articulation". Then, "horizontal articulation" could be defined as "referring to efforts to relate categories of career development learning outcomes one to the other". (See page 3, #3 in Guide for logic of this.) Thus, I'm suggesting three types of articulation rather than only two.

3. The continued emphasis on planning, involvement, and cooperation are strong features of the Guide.

4. The 22 steps involved in the development and implementation of an articulated program are extremely comprehensive, and conceptually and operationally sound.

5. With respect to step #6, this implies that someday universal agreement will exist on the meaning of career education. Not so! The closest thing to a consensus definition is Hoyt's "official" USOE policy paper on career education. I would like to see it acknowledged here that many different theories of career education now exist, in the same way that many different theories exist for general education, for learning, for instruction, for evaluation, for management, etc. An excellent resource document here is Hansen, L. S. An examination of the definitions and concepts of career education, Washington; Government Printing Office, June 1977 (Stock No. 017-080-01738-5).

6. With respect to step #7, be aware that Bailey has recently revised and augmented his curriculum model which has been used as the basis for this project. See A teacher's handbook on career development for students with special needs: Grade K-12 (Illinois Office of Education, 1977). Refer also to curriculum models developed by other theorists to aid in formulating learner outcomes.

7. Based on steps #2 and #3, steps #9 and #10 may be redundant.

8. With respect to step #11. this may be the place to involve representatives from teacher education institutions. Some teachers may wish to earn graduate credit for inservice. This can also serve as an incentive.

9. With respect to step #17, this is where many career education projects break down. Teachers usually have neither the time nor expertise to develop instructional materials. That, plus the fact there is no need to rediscover the wheel. Teachers can utilize existing commercial and non-commercial materials already developed. For example, see Bailey's publication above (6) for an 80 page listing of thousands of new commercial curriculum materials which have been developed since 1971. A fair percentage of such materials are exceptional.

I have found through my own inservice activities that one of the best ways to generate interest and credibility for career education is to display a half dozen or so samples of the better quality instructional materials. Once teachers see actual materials which facilitate self knowledge, career awareness, or decision-making skills, they then seem to better understand the concept of career education and become more confident about their role in it.

10. With respect to step #19, one could easily identify 10 to 15 such instruments for assessing career development concepts and skills. Teachers have a real need here to better understand both techniques of formative evaluation and techniques of mastery learning.

11. With respect to step #21, we ought not forget to conduct "intermediate follow-up". For example, do elementary students exposed to career education manifest different attitudes and behaviors in junior high school? Ditto for junior high career education students who move on to high school. For example, ought not students do more logical and purposeful planning of a high school curriculum than those not involved in career education? Ought they not pursue extra-curricular activities (Junior Achievement, Explorer Scouts, "candy stripers", Journalism Club) and part-time work experiences to test the vaildity of their tentative occupational preference? Something is wrong with our theory and methods of implementation if career education doesn't change student behavior.

12. I would like to see Appendix B better reflect the various modes in which career education can be implemented. That is, the primary role of career education is to facilitate career development concepts, skills, and attitudes. The secondary role of career education is to make academic subject matter more relevant and concrete. The first approach involves the process of "fusion" in which new objectives (i.e., learning outcomes) are facilitated via curricular and guidance methods and techniques. The second approach is often referred to as "infusion". This involves the use of career related instructional content and topics (i.e., "means") to facilitate existing subject matter knowledge and academic skills.

13. With respect to Appendix I, I believe it is only appropriate to note that the "Iowa Model" was adapted from Bailey and Stadt's 1973 copyrighted work.

14. Appendix M reveals a confusion over roles to which I refer in 12 above.

15. Appendix S could be strengthened by addition of several recent publications related to career education at the post-secondary level. See the list

of 1977 publications commissioned by the National Advisory Council for Career Education.

16. I see little value in the "Career Education Inventory, Adult Level" beginning on page 101. I believe we could identify much better existing instruments.

17. A recent event has occurred which would make a valuable addition to the Guide. (In fact, it could be the most important one.)

One December 13, 1977, President Carter signed into law the "Elementary and Secondary Career Education Act of 1977". This law authorizes a five year, 400 million dollar effort to implement career education nationwide. Local school people have an obvious need to be well informed with respect to the provisions of this act. The bulk of the money is intended for local school level personnel, staff development, and instructional materials.

Monitoring Process Design (MPD)

This instrument was developed for use during step #18 in "The Development and Implementation of an Articulated Career Education Program". It's purpose is to facilitate collection of data, and thus to monitor the career education program to determine the number and type of instructional activities actually being carried out.

It's difficult to evaluate this form without actually talking to users to guage their perceptions. It does appear to have satisfactory face validity. It does sample types of career education learning outcomes (ends) and career education methods (means). In addition, provision is made for quantifying amounts of instructional time and number of students served. Finally, an effort is made to secure qualitative data by asking the user to evaluate degree of student "interest and motivation".

Within the context of the total career education program, its role is relatively minor. My pragmatic view is - if it works, its good! It may be,

however, that it becomes necessary to develop alternate forms for different levels, i.e., elementary, secondary, post-secondary. For example, a self-contained elementary classroom conducted by a single teacher is a much different environment than subject area classes and subject matter teachers, which are more characteristic of the secondary level. These differences aren't reflected on the MPD.

Notwithstanding my pragmatism, as noted earlier, I believe a revised form could be developed which would be on a single sheet, be targeted toward a particular age-grade level (elementary, secondary, post-secondary) and be designed to collect several additional items of information. This observation is made, mindful of the fact that such revisions are the subject for future projects and personnel.

Appendix E

A. Rational for Extension

There are two basic reasons for the requested extension of three months (October, November, December) for the project. (1) Project Director, Rodger Pitstick, left the project August 31, 1977, securing permanent employment as an Area Vocational Director in Minnesota. This came at a critical time in terms of the project goals, namely, final completion of the reports, presentation to schools in Area V in the dissemination phase, and completion of the Articulation Guide. (2) Extremely long delay in computer products print outs of the monitoring process. As of this date, September 22, 1977, we still do not have the computer print outs of the monitoring process design completed by the classroom teachers (K-3, 406, 7-9, 10-12). Without this material the complete Articulation Guide cannot be produced for the dissemination phase of the project. After a familiarization time with the articulation material, a new project director must assemble the material and disseminate it to the community schools of Merged Area V.

To complete all of this work, a three month extension is needed to complete the project.

B. Revised Plan for 90 Day Extension

1. Overview

As has been explained in the rationale with the loss of the project director, a subsequent change in personnel is mandated to complete the work of the project.

The following explanations are in order:

* Project Director - The project director for the extension of the project will be Dr. Carl H. Larson, Assistant Superintendent Curriculum and Instruction. No salary will be charged in the budget. Travel expense as needed to complete the project is listed in budget explanation. The project director's task is to coordinate all the work of the project, bringing it to a successful completion.

* Project Writer - The Steering Committee, Project Staff and Administrators of Iowa Central Community College have met and will secure Dr. Ralph Van Dusseldorp as the project writer for all the products of the project. (See Products section for descriptions.) Dr. Ralph Van Dusseldorp is well acquainted with the Iowa Career Ed model and the work in Career Education by Iowa Central Community College. His contributions as Consultant-Evaluator have carried the project thus far in its successful work. He will provide continuity to the project. Because of his committments to other projects at Iowa Central Community College (EBCE Part D and EBCE-MD) his costs will be very minimal in terms of his

contributions to the project. He would aid Dr. Larry Bailey (Evaluator) by presenting him the documents to be reviewed for the Final Evaluation Report. He would develop all the material for the presentations in the in-service dissemination work.

* Project Staff - To remain the same.

* Project Steering Committee - To remain the same.

* Project Consultants - To remain the same. They will complete their work by presenting a final review in writing of the documents prepared in this project.

2. Objectives

a. Complete the Career Education Articulation Guide.

b. Produce an in-service articulation package for use by community schools of Area V.

c. Disseminate the results of the project to all schools in Area V.

d. Complete all reports for project.

3. Personnel

To complete the objectives of this project the following personnel are needed:

A. Project Writer

Tasks

1. Meet with project staff to get final materials for revised instruments.

2. Meet with project director to plan dissemination workshops.

3. Analyze computer data and write Final Evaluation Report.

4. Meet with Steering Committee to review Final Evaluation Report and final copy of Articulation Guide.

5. Produce Articulation Guide and in-service package.

6. Conduct the in-service articulation workshops.

B. Secretarial Assistance (to be housed at Storm Lake Career Ed Center)

1. Take care of all correspondence.

2. Type up all minutes of meetings.

3. Type new copies of all revised instruments.

4. Prepare all other materials and evaluation reports for printing.

5. Do summaries of all computer materials for printing and dissemination.

6. Prepare visuals, handouts, etc., for workshops and committee meetings.

4. Procedures

Time		Task	Personnel Responsible
Oct. 1 - 30	1.	Meet with project staff to review needed information	Project Staff & Writer
Oct. 1 - Nov. 15	2.	Complete draft of Articulation Guide	Project Writer
Oct. 1 - 10	3.	Complete draft of in-service package	Project Writer
Nov. 1 - 15	4.	Meet with articulation committee to review all materials	Project Director Project Staff
Nov. 15 - Dec. 31	5.	Conduct necessary In-Service Meetings for dissemination to schools in Area V	Project Director Project Writer Project Staff
Dec. 31	6.	Complete all final reports	Project Director Project Writer

NOTE

Dissemination meetings will be held by leagues of schools as established by agreement and past practice of Iowa Central Community College and AEA.

	Suggested Meeting Date
Storm Lake League - 10 schools	Dec. 6 - AM (9-11)
Humboldt-Pocahontas League - 11 schools	Dec. 6 - PM
Calhoun-Greene County - 12 schools *Plus Lohrville *Jefferson	Dec. 7 - AM
Sac County - 4 schools	Dec. 7 - PM
Hamilton-Wright - 9 schools	Dec. 8 - AM

Each school will send four representives to half day meetings. Meeting tentative schedule is noted above.

5. Products

The following products will be produced by the project:

Product	Description	
Articulation Guide	Directions for articulating CE by phase including Pupil Evaluation Instruments and Monitor-Process Design.	By students K-3, 4-6, 7-9, 10-12, to determine impact of Career Ed. By faculty to determine extent of coverage of concepts also includes basic plan for Incorporating Iowa Career Ed objectives into existing curriculum.
Career Ed In-Service Model	Complete material contained in Guide. Prepared in modules for use in in-service training.	In-Service Documents
Project Report	Complete analysis of test Instruments and Monitoring Process Design. Also includes record of the project and the processes used to reach the goals.	Basic Research plus assistance in diffusing Career Ed to schools.

6. Final Evaluation Report

The Final Evaluation Report will be a written summary review of the documents of the project. The consultants from Iowa State University will assist in the final draft of the evaluation report by preparing a critical analysis listing their specific reactions of the work.

The original proposal will be followed as originally planned during this extension period. There will be no basic changes in the overall structure and format of the original proposal, goals and procedures. The only basic change their extension is seeking is a reassignment of personnel and their tasks in order to complete the project.

Appendix F

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